



RE Knowledge and Skills Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Incarnation	Know some stories from the Bible, including Christmas.	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Reflect on what I personally have to be thankful for at Christmas time.</p> <p>Know Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>Know Christians believe that Jesus is God and that he was born as a baby in Bethlehem</p>	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p>Weigh up how far the world needs a Messiah, expressing their own insights.</p>

				<p>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>
Salvation	<p>Know the story of Easter.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>
Other religions	<p>Know some similarities and differences between different religious and cultural communities</p>	<p>Judaism Recall and name key objects from a church and a synagogue. Suggest a meaning for some Jewish and</p>	<p>Hinduism Describe Hindu beliefs about the gods and goddesses. Show they understand what happens at</p>	<p>Islam and Humanism Explain the impact of beliefs on how people respond to charity. Consider varied answers to questions</p>

	<p>in this country, drawing on their experiences and what has been read in class.</p>	<p>Christian symbols.</p> <p>Recognise that holy buildings are connected to beliefs about worshipping God.</p> <p>Name at least two things believers might do when worshipping.</p>	<p>Hindu worship in the home or the mandir.</p> <p>Say why it is important for many Hindu people to have a shrine in their home.</p> <p>Make some connections between the murti and their learning in this unit.</p> <p>Move beyond just description and reference beliefs connected to the murti.</p>	<p>about justice, fairness, human rights & environment.</p> <p>Explain thoughtfully their own ideas about the work of some global development charities.</p> <p>Express in art or writing what importance of fundamental aspects of faith.</p> <p>Explain in art or writing what is important about a global development charity.</p> <p>Thoughtfully select what they think is the key focus of the work of the charity.</p>
<p>Philosophical aptitude, Listening and Expression</p>	<p>Begin to engage with big ideas.</p> <p>Listen to the thoughts and ideas of others.</p> <p>Talk about thoughts and feelings.</p>	<p>Engage with big ideas.</p> <p>Listen to the thoughts and ideas of others.</p> <p>Begin to articulate own thoughts and feelings.</p>	<p>Engage thoughtfully with big ideas.</p> <p>Listen to the thoughts and ideas of others.</p> <p>Articulate own thoughts and feelings with increasing clarity.</p>	<p>Engage critically with big ideas.</p> <p>Listen with compassion to the thoughts and ideas of others.</p> <p>Articulate own thoughts and feelings with increasing clarity.</p>